

LEARNING INNOVATION FOR MACROECONOMIC COURSE IN ECONOMIC EDUCATION

Waspodo Tjipto Subroto*

Abstract: *Goals of this research is to foster learning qualities in macroeconomic course for developing student abilities in entrepreneurial skill and social communication. Macroeconomic course should to increased students' competencies comprehensively which include attitudes, skills, knowledge and action to economic education. Macroeconomic teaching must be creative and innovative to increasing abilities thinking of student with developing students cognitive in higher level thinking such as critical thinking and analysis of cases through case studies and simulated about decision making. Innovative and powerful macroeconomic course in economic education must be able to promote students creative and innovative thinking, improve students' entrepreneurial skills and social communication, for strengthen students attitudes, skill and knowledge to engage students to practice or implement these ability in their society. Result of this research, with learning innovative of macroeconomic in economic education can be developed of student abilities. Innovative learning such as problem base learning, project base learning or inquiry discovery base learning and contextual learning in macroeconomic course relies mainly on the spirited, motivation and competency of student in macroeconomic . in order to achieve the required ASEAN Economic Community*

Keyword: *Innovative Learning, Macroeconomic Course, Economic Education.*

1. INTRODUCTION

Application of teaching and learning in the macroeconomic course must be creative and innovative for the confirmed and clarified students about their perception on macroeconomic. Perhaps they will perceive macroeconomic as difficult or complicated subject. When students perceive macroeconomic not understanding, it is wise for teachers to identify its causes and then find its solutions. Perhaps this confused perception is because macroeconomic curriculum is arranged in traditional way or because macroeconomic textbooks are too difficult to understand by students. Students perceive macroeconomic as a confused and complicated subject may be because the way teachers teach macroeconomic is uninteresting and monotone, such as they dominantly use only lecture method or only transfer textbook content into students' head or only request students to memorize facts and concepts. If we try to observe real teaching and learning process in

* Faculty of Ekonomi, The State University of Surabaya, E-mail: waspodotjipto@yahoo.co.id

macroeconomic course in several university, we will find that many macroeconomic teachers still use traditional methods. Ali talk (2012) teachers dominantly use lecture method and only transfer textbook content to students. Teachers also often request students to memorize unessential facts without encouraging them to develop high thinking level. As we are now live in globalization and digital era which is characterized by rapid advancement in information and communication technology, required competences to be achieved by citizens in current days and even for the next twenty or fifty years will be different than required competencies for citizens who live in twenty or thirty years ago. In this relation, education, including macroeconomic teaching, has to adjust to required citizen competencies in this era. This is relevant with what Mankiw (2000) states that “the world has changes so fundamentally in the last few decades that the roles of learning and education in day-to-day living have also changed forever”. The paper I present here will discuss required macroeconomic competencies in present days and future and discuss innovative learning in the macroeconomic teaching and learning that is suitable with this new demand.

This paper reports on an informal preliminary investigation that was undertaken in macroeconomic in Economic Education Departement, The Sate University of Surabaya. A class of macroeconomic were presented with a innovation learning approach for various of the situation. Based on observations and reflections on the students responses, the authors make a innovation learning approach such as problem base learning, project base learning and inquiry-discovery base learning with various methods application.

2. REVIEW OF THEORIES

2.1. Problem Base Learning.

Macroeconomic competences teachers need to comprehend macroeconomic competencies which have to be taught to macroeconomic students. However, that her way of teaching can only be applied to more mature students, as typical undergraduates might face difficulties. In macroeconomic course, students must be participated in group discussions on matters of macroeconomic theory, principles, and practices for a increase ability of their. This was accompanied by compentences and skill in their society, which their was activities. Students also must have skills which include thinking skills, social science investigation skills, academic skills, and group skills. Students as citizens also have to develop commitment to skill and attitude about human values, and knowledge, in order to make reflective decisions and actions consistent with state ideal values. Through macroeconomic students also must have opportunities to participate actively in problem solving which will broaden their insight about real social life. Successful teaching methods cannot be seen isolated from the cultural context in which they

are used (Yang, 2006). Critical thinking, has been described as the ability to think about and through to read not only for facts but also for intentions, to question sources, to identify others' and one's own assumptions, and to transform information for new purposes. The perceived lack of critical thinking in classrooms may be seen as part of a wider problem of a lack of critical thinking. Although makes a distinction between critical thinking and problem solving, which can be done without written texts, and critical thinking, which involves reading and writing, this distinction may not be particularly relevant as far as most university students are concerned, since they generally heavily rely on written texts to learn their subjects. Thus, whether problem solving can be involves ability of student, so the problem solving can still be the development in learning of macroeconomic course. Although it must be acknowledged that such views risk stereotyping macroeconomic course, one of the purposes of the current study is to consider to what extent their problem solving decisions may be the result of a deficiency in macroeconomic course.

2.2. Project Base Learning

Learning in the macroeconomic and principles of learning the required skills or competencies to provide better education for their students. Schools are required to do several changes such as about what students have to learn and how they have to learn. In order to achieve the required competencies, several macroeconomic teaching traditions or approaches are still relevant to be recommended and implemented, such as macroeconomic as project base learning. Project base learning approach can to increase creativity and skill to problem solving. (Mankiw, 2000). Macroeconomic as problem solving means that macroeconomic purpose is to encourage and teach students to develop and use creative thinking skills. This creative thinking skill is related to critical thinking skills, problem solving, scientific inquiry, and rational decision making. Therefore, this macroeconomic learning approach to learn how to think and solve social problems critically which are needed for innovative thinking. Macroeconomic as rational decision making and social action aim to teach students to make rational decision making and act in line with the decision they made. The ability to make rational decision means the ability to use high level intellectual skills to respond to personal and social problems. The rational decision approach includes good social actions based on the decisions. According to Rusman (2012), proponent of project base learning approach, project is the heart of macroeconomic. Macroeconomic should implements these problem base learning and innovative thinking, because through these project base learning are encouraged to think critically and analytically to various personal and social problems and are able to make good decisions useful for themselves and for their society. Through these project base learning in macroeconomic is not merely transferring facts and concepts, but also engages students to creative thinking and innovative learning.

2.3. Inquiry-Discovery base Learning

However, creative macroeconomic teachers will be able to adjust this innovative learning with Inquiry-Discovery learning. This Inquiry-discovery base learning approach to support more innovative macroeconomic teaching and learning such as problem solving, project base learning and inquiry base learning to reflective inquiry and decisional making. Ross (2006) reminds us that macroeconomic teaching should not be reduced to an exercise in implementing a set of activities predefined by policy makers, innovative thinking, or a high ability to creativity of student. Rather teachers should be actively engage in considering the inquiry and discovery base learning in the macroeconomic course. Macroeconomic learning should not be about passively absorbing someone else's conception of the world, but rather it should be an exercise in creating a personally meaningful understanding of the way the world is and how one might act to transform that world. Whether stated implies that macroeconomic teachers should be more creative to develop and implement better and more suitable macroeconomic teaching approaches and methods which can engage students in better and more powerful teaching learning process. Beside these innovative learning, can be add other relevant innovative learning, such as macroeconomic must engage students' creative thinking, innovative thinking and reflective inquiry in their around society..

3. RESEARCH METHOD

Development of innovative learning in macroeconomic to my students is a little researched topic, with qualitative research design was chosen as most appropriate. Forty seven students aged 19 - 20 taking a Macroeconomic course in Departemen of Economic Education at the State University of Surabaya, Indonesia were given several case studies on problem base learning and project base learning and than inquiry-discovery base learning. Diekmann (2012), says principles of innovative learning is can be increase creative and innovative thinking. This was done in order to find out how applicable in learning ang teaching. The students were asked to discuss in small groups and classical presentation about problem and project in the macroeconomic learning. Sugiyono (2006) provide an in-depth description of how focus groups are useful as a qualitative research technique, and their guidelines for conducting interviews and were applied in this teaching and learning.

4. DISCUSSION

4.1. Developing Creative Thinking With Problem Base Learning

As stated earlier, macroeconomic macroeconomic teaching learning process in Indonesia still has weakness where teachers tend only to transfer facts, concepts and theories of social sciences. Sukirno (2012) perception, learning process is dominantly though memorization of facts and concepts and less engage students

to higher thinking level. Memorizing facts is also useful if related to very essential facts. For example, when students learn Indonesian history, teacher can ask students to memorize very essential history facts such as the date of Indonesian Independence and the names of proclamators of Indonesian independence. However, it is not useful to request students to memorize the birthday and place of birth of the proclamators. Knowing the recent Indonesian President and Vice President is also very essential, but memorizing names of all ministers is not essential and not useful for students' life.

Creative thinking in macroeconomic learning can be developing through problem solving for about macroeconomic course. Innovative teaching method which can engage students to higher thinking level is problem solving method, which is suitable to support macroeconomic tradition as reflective inquire. Problem solving is the process whereby an individual identifies a problem situation, formulates tentative explanations or hypotheses, verifies these tentative hypotheses by gathering and evaluating data, and restates the hypotheses or arrives at generalizations (Richmond, (2007). Some experts sometimes use inquiry or discovery method instead of problem solving. And then, inquiry and discovery can be defined as steps in the problem solving. The problem solving approach is teaching rests solidly on the ability of children to think critically. Through problem solving students are encourage to use critical thinking. However, as Tanner (Ross, 2006)) points out, critical thinking must be more than simply an abstract mental exercise. It must involve the child in a real felt problem. In the problem-solving situation, motivation for learning becomes internal for students because they are actively seeking knowledge to solve a given problem. The roles of teacher in problem solving or inquire-centered approach are different from those of in traditional approaches. Ross (2006) depicts that in traditional approaches, the teacher assumes the major roles of information giver and disciplinarian with only minimal roles of motivator, referrer, counselor, and advisor. However, in an inquire-centered classroom, the teacher assumes the primary role of motivator, while remaining as information giver, disciplinarian, counselor, referrer, and advisor. As motivator, teachers stimulate and challenge the students to think. They initiate problem situations for them to identify. They assume the role of information giver only when the students request it or when it becomes necessary to redirect activities that may have wandered from the original goal. As referrer, they guide children to materials and sources of information. As advisor and counselor, the supply children with encouragement when it is needed and diagnose difficulties and give assistance. Discipline is necessary to avoid chaos; however, it is vital that children be guided toward self- discipline, which is important in the problem solving approach. Problem solving through inquiry gives the opportunity to question, to seek solutions to problems, to think critically about the problems, to formulate tentative hypotheses, and to come to some generalizations. Children become active

participants in the learning process. They do not merely accept answers that are given to them, but consider alternative possibilities. They use their own experiences and perspectives to arrive at the generalizations. They are then able to apply those generalizations to situations in their own lives. They can make connections between what they are learning in school and what is happening in their lives.

4.2. Developing Innovative Thinking with Project Base Learning

Innovative learning approach should be implemented in macroeconomic teaching. Through project base learning, macroeconomic students learn how to perceive problems, consider alternative solutions, make choices, and act on their society. This ability to make decisions must be exercised frequently by students as preparation for them to become active in a society. Basic model for individual rational project base learning includes: 1) project awareness, 2) developing alternatives to worked, 3) evaluating result of worked, 4) cooperative to worked the project and 5) evaluating results. Scott (2005) state that a rational project should not be thought of as a "correct" decision. Two equally intelligent, honest, and well informed individuals can define the same problem, have access to exactly the scientific knowledge, and reach different decisions or desired course of action. But if each person has completely and honestly completed all of the phases in the rational project base model, each is considered to have made an informed, rational project. Teachers can develop student's thinking in higher level by asking good questions. Scott (2005) states that there is link between the question teacher pose and the levels of productive thought students achieve. Many macroeconomic teachers in macroeconomic s in Indonesia, however, usually ask students with questions that request answers only in lower thinking level, such as asking only recall questions. This means that many teachers still need to be trained on how to formulate better questions which can promote students' higher thinking level.

4.3. Developing Innovative Learning Through Inquiry-Discovery Learning

Macroeconomic purpose is not only to develop students' knowledge and thinking skills. Macroeconomic must also develop students' creative and innovative thinking, including social intelligences, which include interpersonal skills, collaborative across network skills, social interaction and cross-cultural skills, personal and social responsibility, interactive communication, cultural literacy, and global awareness. Several experts with different terminologies pay special attention to these inquiry-discovery skills. Goleman (2006) organizes social intelligences into two broad categories: a) social awareness, which is what we sense about others, and b) social facility, which is what we then do with that awareness. Inquiry-discovery skills to a spectrum that runs from instantaneously sensing others' inner state, to understand their feelings and thoughts, to "getting" complicated social situation. Macroeconomic teachers should also promote students' inquiry-discovery skills.

Ross (2006) state several factors which influence children to act prosocially: (1) nurturing from a caring adult, (2) observation of inquiry-discovery skills (3) identification of inquiry-discovery skills (4) reasoning about alternative behaviors and their possible consequences, and (5) opportunities to engage in inquiry-discovery skills. Teaching inquiry-discovery skills, social intelligence, and prosocial behaviors will be more powerful and meaningful in macroeconomic by implementing social and action method. Students' inquiry-discovery skills aspects and social intelligence aspects will develop better when students are encouraged to engage in real inquiry-discovery skills. Hence, the teaching learning process in this method is contextual. Inquiry-discovery skills method is the better way to put theory or preach into practice. One of principles in social skill development (especially social intelligence/social facility) is that having social knowledge or information (social cognition) is not enough to mention that a person has social skill or social intelligence. Through this method students also can translate their values, knowledge, and decisions into action. When macroeconomic content deal with good values or pro social behaviors, it is not enough for teachers to talk and preach only, but these must be implemented into real action. Participation in social or inquiry-discovery skills can take several types such as: social interaction, community and school projects, community study, and volunteer service (Ross, 2006). In macroeconomic course context, inquiry-discovery skills can be implemented through various activities, for instance through collaborative activities, collecting social fund for children in needs, helping natural disaster victims, etc. Kuncoro (2008) says, macroeconomic teaching through cooperative learning or group discussion methods also can foster inquiry-discovery skills, social intelligence and prosocial behavior, if it is guided appropriately by teacher. In cooperative learning or group discussion students learn how to understand others' expression, learn how to concern to others, learn to become good listener, learn to give empathy to others, learn to conduct proper social interaction and learn how to build collaboration and social network. Empathy to other, inquiry-discovery skills behavior, also can be improved through direct instruction, problem solve, and project.

5. CONCLUSION

Macroeconomic course should to increased students' competencies comprehensively which include attitudes, skills, knowledge and action to economic education. Macroeconomic teaching must be creative and innovative to increasing abilities thinking of student with developing students cognitive in higher level thinking such as critical thinking and analysis of cases through case studies and simulated about dicission making. Innovative and powerful macroeconomic course in economic education must be able to promote students higher thinking level, improve students' entrepreneural skills and social interaction, for strengthen

students' knowledge, attitudes and skill, to engage students to practice or implement these ability in their society. Learning innovative of macroeconomic in economi education must be developed appropriately in order to achieve the required ASEAN Economic Community. Macroeconomic must be developing innovative learning such as problem base learning, project base learning or inquiry discovery base learning and contextual learning in macroeconomic course relies mainly on the spirited, motivation and competency of student in macroeconomic.

References

- Ali, Grigore G., Ahmad J. (2012), *University teachers' perceptions towards teaching business ethics*, Procedia – Social and Behavioral Science, 46, 3637-3641.
- Diekmann A. (2012), *Empirische Socialization: Grounded, Method in the Research*. Hamburg: Rowohlt.
- Mankiw, N. Gregory. (2000), *Macroeconomic*. New York: Worth Publishers.
- Richmond J. (2007), *Bringing critical thinking to the education of developing country professionals*, International Education Journal, 8, 1-29.
- Goleman, D. (2006), *Social Intelligence, the New Science of Human Relationships*. New York: Bantam Dell.
- Kuncoro, Mudrajad. (2008), *Metode Penelitian kualitatif dalam Bisnis*. Yogyakarta: UPP AMP YKPN.
- Ross, E.W. (Ed.) (2006), *The Macroeconomic Curriculum: Purposes, Problems, and Possibilities*. New York: State University of New York Press.
- Rusman. (2012), *Model-Model Pembelajaran. Mengembangkan Profesional Guru*. Jakarta: Raja Grafindo Persada.
- Scott, K.P. (2005), *Active Learning in Macroeconomic Promoting Cognitive and Social Growth*. Glenview, Illinois Scott, Foresman and Company.
- Sugiyono. (2006), *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.
- Sukirno, Sadono. (2012), *Pengantar Teori Makroekonomi*. Jakarta: Raja Grafindo Persada.